

Stone C of E School

Building Stepping Stones to Success

Handwriting Policy

This policy was adopted on September 2016

The policy is to be reviewed by September 2018

Aims

As a school, we aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Principles of Handwriting at Stone School

At Stone C of E Combined School we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum.

At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including marking and comments. Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

RECEPTION

For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary

YEARS 1 TO 3:

Teaching will continue with two or three weekly sessions totalling 30 to 45 minutes covering:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

YEARS 4 TO 6:

More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing

- Handwriting is explicitly linked to spelling and grammar expectations in the new National Curriculum.

Pens and pencils

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a blue handwriting pen or roller ball pen can be used.

The contribution of handwriting to other aspects of the curriculum

Teachers discuss handwriting and presentation in all subjects and aim to model good handwriting themselves. Teachers are explicit about different types of handwriting for example, personal note-taking or best handwriting for presentation. Teachers give handwriting a high priority in classroom displays. The use of rubbers is discouraged. Mistakes are indicated by marking through with one neat horizontal line.

Inclusion

Children who experience difficulty with fine motor skills/handwriting may receive extra 1-1 or small group interventions to help achieve their optimum handwriting level.

The role of parents and carers

Parents and carers are introduced to the school's handwriting style through parent meetings and presentations. The Key Stage 1 staff play an important role in communicating this at an early stage, to ensure that parents are informed and encouraged to offer good models to their children by using only capital letters for the beginning of their names.

Please find attached a copy of the letter formation that we use at Stone C of E Combined School in order for you to support your child with the correct formation of their letters at home.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home with the Home Edition of Letter-join.

Please visit the following website: www.letterjoin.co.uk

User name: step

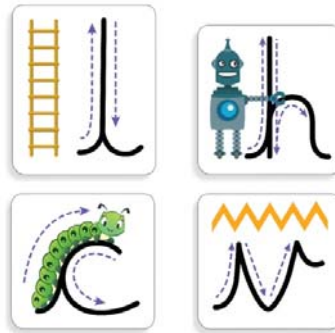
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KEY STAGE TEACHING

RECEPTION

- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

KEY STAGE 1



- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

KEY STAGE 2

Improve quality, speed and stamina of handwriting.

Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.

Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.

- Have full knowledge and ability of the different forms of handwriting for different purposes:
- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Dictation Exercises

Easy practice
A selection of CVC words, a list of numbers and an easy poem.

dog hill bus
26 37 92

I can sit in bus.
Put it in my bus.
Open up the top.
Tap on my prep.

Harder exercises
A list of phrases, easy sums and a three-verse poem.

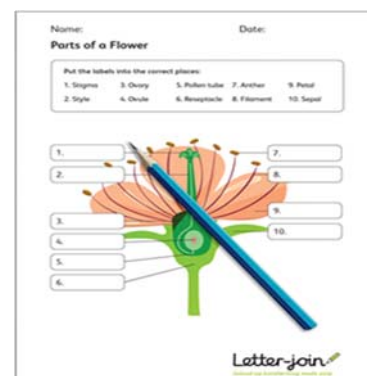
Over the hill.
2 + 1 = 3

A is an ant
That seldom stand still.
It made a nice house.
Inside a hill.
Nice little ant!

More challenging
Shopping list, complex numbers and a written passage.

1. small potatoes
2. medium born eggs
29-10-2003

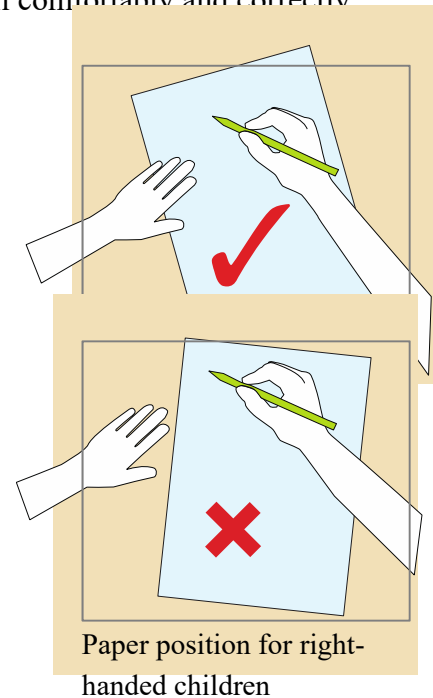
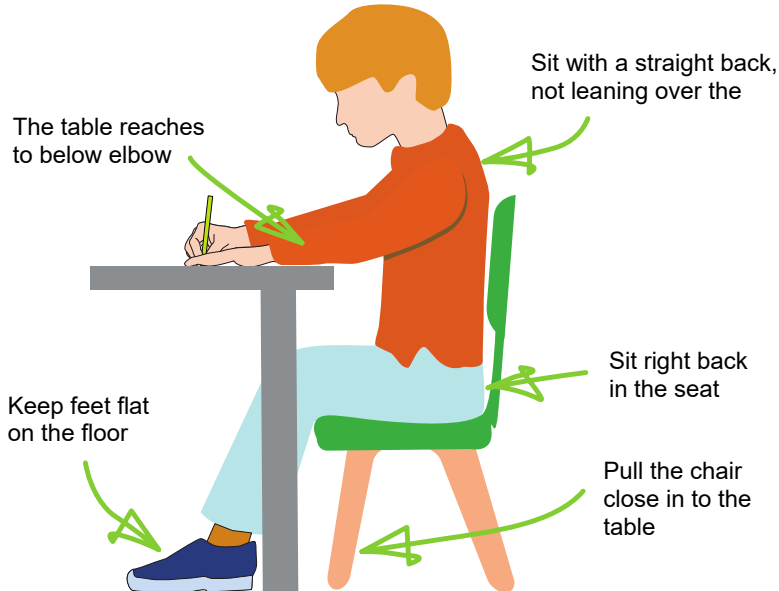
My birthday is Scotland but
it was I moved south for
Lancaster I have lived
there since then, other than...



Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly

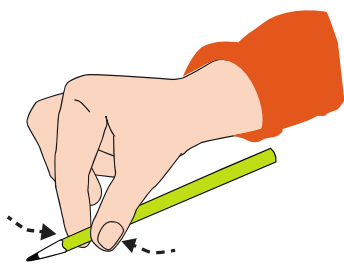
SITTING POSITION



THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1

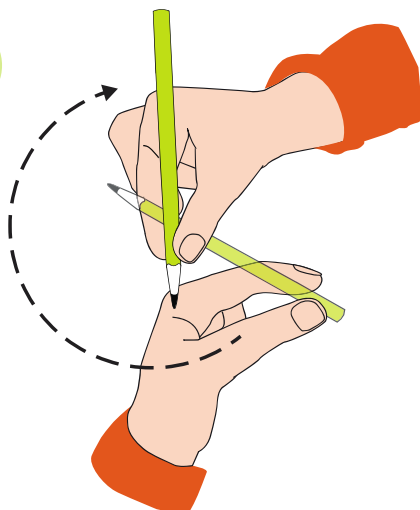


1) Grip the pencil with your index finger and thumb with the nib pointing away.

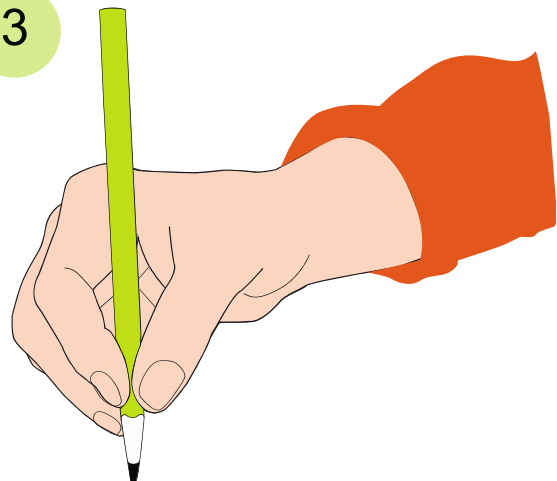
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

2

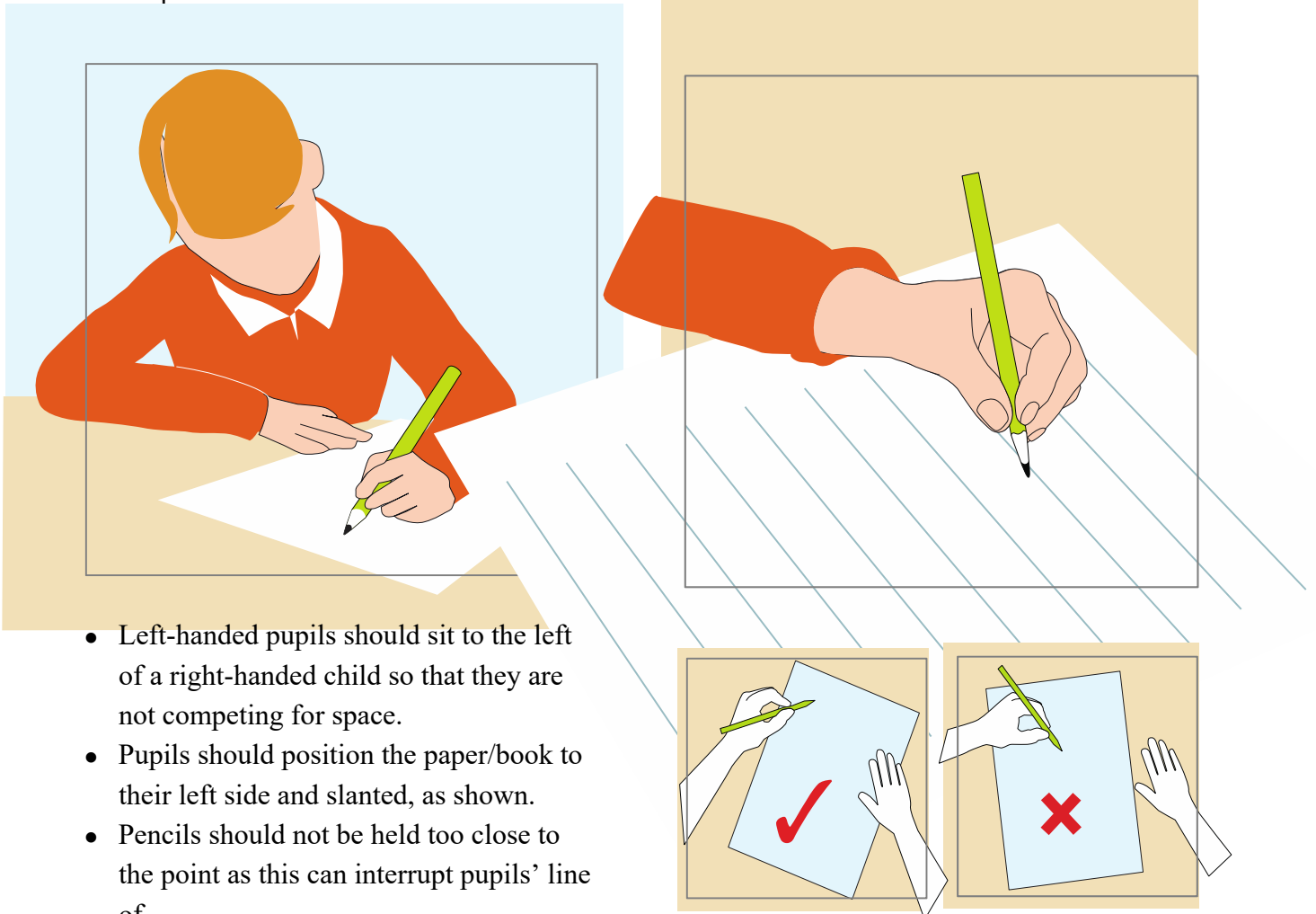


3



LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write

Paper position for left-handed children